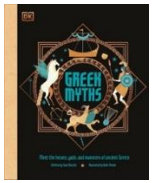
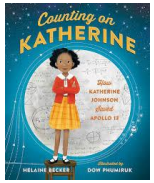
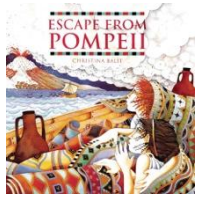
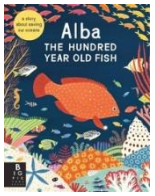
Saighton Church of England Primary School and Pre-School Curriculum Map – Year 3/4

Cycle 1	**Autumn** The Land of Legends		**Spring** Rome wasn't Built in a Day		**Summer** Our Wonderful World	
Key areas for Spiritual Focus	- Science: Light - RE: Light - Music: Performing together		- RE: The Cross - English: Belonging - Music: Composition		- RE: Prayer - PE: Working with Others - Science: Plants	
English Pathways to write	Greek Myths by Jean Menzies 	Counting on Katherine by Helaine Becker 	Escape from Pompeil by Christina Balit 	Wisp by Zara Fraillon 	Alba the Hundred Year Old Fish by Lara Hawthrone 	Blue John by Berlie Doherty 
Maths Maths - No Problem	<u>Year 3</u> Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Further Multiplication and Division	<u>Year 4</u> Number and Place Value: Numbers to 10 000 Calculations: Addition and Subtraction within 10 000 Calculations: Multiplication and Division Calculations: Further Multiplication and Division	<u>Year 3</u> Measurement: Length Measurement: Mass Measurement: Volume Measurement: Money Measurement: Time	<u>Year 4</u> Calculations: Further Multiplication and Division Statistics: Graphs Fractions, Decimals and Percentages: Fractions Measurement: Time Fractions, Decimals and Percentages: Fractions Money	<u>Year 3</u> Statistics: Pictographs and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry – Properties of Shapes: Angles Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures	<u>Year 4</u> Measurement: Money Measurement: Length, Mass and Volume Measurement: Area and Perimeter of Figures Geometry – Properties of Shapes: Geometry Geometry – Position and Direction: Position and Movement

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 3/4

						Number and Place Value: Roman Numerals
Religious Education Questful RE	3.6 Harvest: How do people of faith say thank you to God for the harvest? How do people of faith say thank you to God for the harvest? Judaism Hinduism **5 (3 + 2)** 4.2 Christmas: Why is Jesus described as the light of the world? Why is light an important symbol in world faiths? Judaism **6 (4 + 2)** (S5: Christian Art: How does a piece of art make you feel)		4.3 Jesus: Why do Christians believe Jesus is the Son of God? Why do Jewish people believe that the Sabbath/ Shabbat is so important? Judaism **9 (7 + 2)** 3.4 Easter: Is the cross a symbol of sadness or joy? **5**		3.5 Rules for Living: Which rules should we follow? Does everybody follow the same rules? Why? Why not? Buddhism Islam Sikhism **12 (6 + 6)** 4.6 Prayer: What is Prayer? How do people of World faiths pray? Buddhism Hinduism Islam Sikhism **6 (3 + 3)**	
Science	<u>Working Scientifically</u> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.					
	Light • recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces		**Forces and Magnets** • compare how things move on different surfaces		**Animals including Humans** • describe the simple functions of the basic parts of the digestive system in humans	

	• recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change **Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	• notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing	• identify the different types of teeth in humans and their simple functions **Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
History	• Ancient Greece – a study of Greek life and achievements and their influence on the western world We will learn about life in Ancient Greece, Greek Gods, Origins of the Olympics and Greek Myths.	• we will learn about the Roman Empire and its impact on Britain. We will explore what Roman life was like in Chester through a trip to the Roman Experience.	We will be exploring Britain's settlement by Anglo-Saxons and Scots. We will also learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.

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Geography	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities We will use a range of resources to explore countries of the world with a specific focus on Greece.	• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time We will think about the Geography of Chester and how this influenced the Romans settle here.	• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Art	Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.		
	We will create a wreath crown (LOTC)	We will explore our drawing techniques to create sketches of Roman arches, aqueducts or amphitheatres.	We will recreate Weather and the Elements Art using a range of mediums. Focus Artist: **Katsushika Hokusai** – The Great Wave & Nature in Japan
D&T	Encourage pupils to use creativity and imagination to design and make products that solve real and relevant problems. Through a variety of practical and engaging projects, children develop key skills in designing, making and evaluating while building technical knowledge and understanding of materials, structures, mechanisms, and food.		
	• understand and use electrical systems in their products [for example, series circuits	• select from and use a wider range of materials and components, including	• understand and apply the principles of a healthy and varied diet

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		incorporating switches, bulbs, buzzers and motors] We will design and build a functional torch.	construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures We will design and build a Roman arch using natural resources in the forest.	• prepare and cook a variety of savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. During health week we will consider what a healthy, balanced diet looks like. We will use this knowledge to design and make healthy foods and meals.
PSHE	Heartsmart	Get HeartSmart	'No Way Through' isn't True	Too much Selfie isn't Healthy
	SEAL	New Beginnings	Going for Goals	Relationships
	Christian Values Focus	Wisdom Friendship	Love Hope	Community Trust
Computing Teach Computing		use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
		• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (Science) • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Creating Media – Photo Editing (4)	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output

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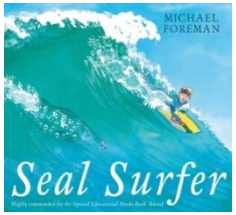
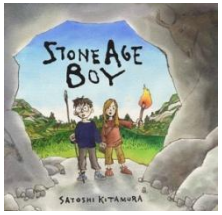
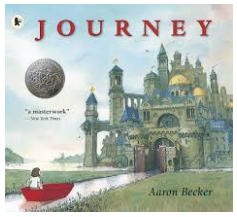
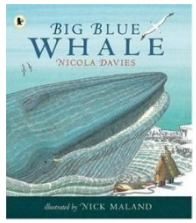
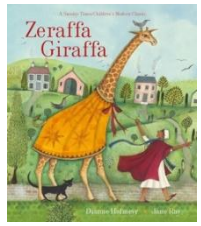
	Data and Information – Branching Databases (3)		• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Programming – Events and Actions (3)
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations We will explore a range of music in preparation for our Christmas performance. We will look carefully at the staff notation of selected pieces of music and use it to inform our performance.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • improvise and compose music for a range of purposes using the inter-related dimensions of music We will explore Roman chants and marching songs. We will also work together to improvise and create our own chants.	• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. We will listen to and appraise a range of music from around the world.
French Salut!	*Allons-y!* Getting started We will learn to follow basic instructions in French and think about why we speak different languages. We will also become language detectives and identify cognates.	*Bonjour France!* Hello France! We will learn interesting facts about France and find its location in Europe. We will also learn about other countries around the world that speak French.	*Ç ava?* How are you? We will learn how to greet people in French and explain how we feel. We will also learn how to talk about family members.
PE	<u>Fundamentals of PE</u> Children will develop their awareness of how PE and physical activity has an impact on their health. They will learn about and explore how their body changes before, during and after physical activity.	<u>Invasion Games</u> Children will develop skills and tactics with control and accuracy for a range of invasion games and activities. These skills will be practised and refined for use in game situations.	<u>Summer Sports</u> The children will have the opportunity to apply their skills to summer sports and games. They will be take part in athletic events and explain why taking part in such activities is good for their health.

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	• Fundamental skills: running, jumping and throwing. • Know, adapt and use rules fairly. • Individual sports. • Team sports. • Introduction to tactics. • Introduction to planning. • Know how strength, speed and stamina can be identified. • Health and fitness. • Circuit training.	• Introduction to invasion games. • Using space. • Planning a range of actions, skills and techniques with control, accuracy and fluency for success. • Remember, repeat and perform longer sequences of movement including changes in speed, level and direction and good quality movements. • Possession. • Attacking. • Defending and blocking. • Principles of possession.	• Introduction to summer sports. • Individual and team summer sports. • Introduction to Athletics. • Track and field. • The Olympics. • Introduction to Cricket. • Advanced team tactics. • Advanced Cricket. • Advanced Rounders.

*Areas highlighted in green have been identified as opportunities for courageous advocacy

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 3/4

Cycle 2	**Autumn** A Drop in Time		**Spring** The Age of Change		**Summer** Creatures of the Continents	
Key areas for Spiritual Focus	- RE: David and the Psalms - Art: Observation Drawings - Geography: Rainfall		- RE: How Jesus changes lives - History: Stone age to Iron age -		- RE: Places of worship - Science: Animals - Art: African Silhouettes	
English Pathways to write	Seal Surfer by Michael Foreman 	Winter's Child by Graham Baker-Smith 	Stone Age Boy by Satoshi Kitamura 	Journey by Aaron Becker 	Big Blue Whale by Nicola Davies 	Zeraffe Giraffa by Dianna Hofmeyr 
Maths Maths - No Problem	<u>Year 3</u> Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Further Multiplication and Division	<u>Year 4</u> Number and Place Value: Numbers to 10 000 Calculations: Addition and Subtraction within 10 000 Calculations: Multiplication and Division Calculations: Further Multiplication and Division	<u>Year 3</u> Measurement: Length Measurement: Mass Measurement: Volume Measurement: Money Measurement: Time	<u>Year 4</u> Calculations: Further Multiplication and Division Statistics: Graphs Fractions, Decimals and Percentages: Fractions Measurement: Time Fractions, Decimals and Percentages: Fractions Money	<u>Year 3</u> Statistics: Pictographs and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry – Properties of Shapes: Angles Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures	<u>Year 4</u> Measurement: Money Measurement: Length, Mass and Volume Measurement: Area and Perimeter of Figures Geometry – Properties of Shapes: Geometry Geometry – Position and Direction: Position and Movement

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 3/4

						Number and Place Value: Roman Numerals
Religious Education Questful RE	4.1 David and the Psalms: What values do you consider to be important? **6** 3.2 Christmas: How does the presence of Jesus impact on people's lives? **5** (S12 Peace: What is peace and how is it created?)		3.3 Jesus: how did/ does Jesus change lives? **6** 4.4 Easter: A story of betrayal or trust? What do world faiths say about forgiveness? Hinduism Islam Judaism Sikhism **6 (5 + 1)** (S8: Lent: Why is Lent a special season in the church calendar?)		4.5 The Church: Are all churches the same? Are all places of worship the same? Do people worship God in the same way? Hinduism Islam Judaism Sikhism **12 (6 + 6)**	
Science	Working Scientifically • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.					
	States of Matter • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and		**Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties		**Animals Including Humans** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their	

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 3/4

	measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	• describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • construct and interpret a variety of food chains, identifying producers, predators and prey. **Living Things and their Habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things
History		We will be learning about changes in Britain from the Stone Age to the Iron Age	
Geography	• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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		We will investigate rainfall in our local area.		• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Art		Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.		
		We will create Water Drop Observational Drawing using a range of mediums and techniques. Focus Artist: Claude Monet – Impressionist	We will create a pinch pot inspired by Beaker culture pottery.	We will create African Animal Silhouettes. Indian Elephant Art
D&T		Encourage pupils to use creativity and imagination to design and make products that solve real and relevant problems. Through a variety of practical and engaging projects, children develop key skills in designing, making and evaluating while building technical knowledge and understanding of materials, structures, mechanisms, and food.		
		• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, leavers and linkages) We will create a moving water cycle using a mechanical system.	• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). We will create a pinch pot inspired by Beaker culture pottery.	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. During health week we will consider what a healthy, balanced diet looks like. We will use this knowledge to design and make healthy foods and meals.
PSHE	Heartsmart	Don't forget to let love in	Don't rub it in, rub it out!	Fake is a mistake!
	SEAL	Getting on and falling out Good to be me	Say no to bullying	Changes

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	Christian Values Focus	Love Friendship	Courage Justice	Truth Compassion
Computing Teach Computing		use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
		• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Data and Information – Data Logging (4)	• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Creating Media – Stop-Frame Animation (3).	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Programming – Repetition in Games (4)
Music		• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • improvise and compose music for a range of purposes using the inter-related dimensions of music We will create water soundscapes using body percussion and instruments.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations We will explore a range of music in preparation for our Easter performance. We will look carefully at the	• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. We will listen to and appraise a range of music from around the world, with a particular focus on African music.

		staff notation of selected pieces of music and use it to inform our performance.	
French Salut!	*Allons-y!* Getting started We will learn to follow basic instructions in French and think about why we speak different languages. We will also become language detectives and identify cognates.	*Un, deux, trois…* One, two, three… We will learn how to count to 20 in French. We will also learn about the months of the year and learn how to say when our Birthdays are.	*Au café* In the café We will learn how to talk about some foods in French and practising ordering food in a French café through role play.
PE	<u>Fundamentals of PE</u> Children will develop their awareness of how PE and physical activity has an impact on their health. They will learn about and explore how their body changes before, during and after physical activity. • Fundamental skills: running, jumping and throwing. • Know, adapt and use rules fairly. • Individual sports. • Team sports. • Introduction to tactics. • Introduction to planning. • Know how strength, speed and stamina can be identified. • Health and fitness. • Circuit training.	<u>Invasion Games</u> Children will develop skills and tactics with control and accuracy for a range of invasion games and activities. These skills will be practised and refined for use in game situations. • Introduction to invasion games. • Using space. • Planning a range of actions, skills and techniques with control, accuracy and fluency for success. • Remember, repeat and perform longer sequences of movement including changes in speed, level and direction and good quality movements. • Possession. • Attacking. • Defending and blocking. • Principles of possession.	<u>Summer Sports</u> The children will have the opportunity to apply their skills to summer sports and games. They will be take part in athletic events and explain why taking part in such activities is good for their health. • Introduction to summer sports. • Individual and team summer sports. • Introduction to Athletics. • Track and field. • The Olympics. • Introduction to Cricket. • Advanced team tactics. • Advanced Cricket. • Advanced Rounders.

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